

Stefan Markus Vogel, Ph.D.

Education

Aug. 2015-Aug. 2021

The University of Arizona:
Doctor of Philosophy, Second Language Acquisition and
Teaching (SLAT)

Areas of interest and specialization:

- writing program/language program administration and higher education leadership
- second language teacher professionalization
- second language writing (esp. curriculum development, plagiarism, genre theory/pedagogy, writing in the disciplines, AI-supported writing, labor-based assessment, multimodal composition, and equity-minded and culturally responsive writing instruction)
- discourse studies (incl. identity, culture, and inter-/transcultural education)
- multilingualism (incl. native-speakerism, English as an International Language, and World Englishes)

Dissertation: *Collaboration as a path to professionalizing leadership: Insights from L2 writing teachers' narratives*

Committee: Suzanne Panferov Reese (chair), Christine Tardy, Mary Wildner-Bassett, Perry Gilmore

Dec. 2020

The University of Arizona:
Graduate Certificate, Language Program Administration (LPA)

Aug. 2013-May 2015

The University of Arizona:
Master of Arts, English Language and Linguistics (ESL)

Capstone project: *The role of reading in ESL composition classes: A case study on teacher cognition* (advisor: Christine Tardy)

- Oct. 2008-Jun. 2015 Friedrich-Alexander-Universität Erlangen-Nürnberg:
Teaching degree (secondary education) in English, French, and Educational Studies with an emphasis in foreign language instruction
- Master of Education
Thesis: *The lost world(s)? Representations of multilingualism in the U.S. and language ideology in EFL teaching materials* (advisor: Thorsten Piske)
 - Bachelor of Arts (Jul. 2013)
Thesis: *Lost in Pronunciation? Ausspracheschulung zwischen wissenschaftlichem Anspruch und unterrichtlicher Wirklichkeit. Eine Analyse von Zielsetzungen und Gelingensbedingungen aus interkultureller Perspektive* [Pronunciation teaching between theory and classroom reality: Objectives and conditions of successful pronunciation learning from an intercultural perspective] (advisor: Thorsten Piske)

Teaching Appointments

- Aug. 2023-present Lecturer at the University at Albany, SUNY (Writing and Critical Inquiry Program)
- Aug. 2021-Aug. 2023 Visiting Assistant Professor at the University of Connecticut, Storrs (English Department/First-Year Writing)
- taught first-year writing with a focus on multimodal composition, inquiry, and academic literacy development to domestic and international students (ENGL 1003, 1003 Distance Learning, 1004, 1004 Distance Learning, 1007 Seminar)
 - was assigned a course load of 7 courses per academic year, with a typical class size of 15-16 students
 - taught and adapted the program's model course curricula
 - used various online learning and collaboration tools, as well as Blackboard course management system
 - was solely responsible for grading and assessment
 - regularly participated in activities for professionalization
 - analyzed and revised existing directed self-placement

- Aug. 2015-Jul. 2020 Graduate Teaching Associate at the University of Arizona (English Department/Writing Program)
- taught first-year composition to U.S. and international/ESL students (ENGL 101, 102, 106, 107, 108, 108 online, 109H)
 - taught business and technical writing to U.S. and international/ESL students (ENGL 307, 308, 308 online)
 - taught a 6-week intensive ENGL 101 course in the New Start Summer bridge program and served as co-editor of the program newsletter
 - was assigned a course load of 3 or 4 courses per academic year, with a typical class size of 19-25 students
 - designed my own syllabi, project assignments, rubrics, and learning materials
 - used digital textbooks, various online learning and collaboration tools, and D2L course management system
 - was solely responsible for grading and assessment
 - regularly participated in activities for professionalization
 - participated in piloting of ENGL 106 (foundational writing for ESL students with a special emphasis on academic literacy development)
 - participated in piloting and evaluation of program-wide portfolio assessment for 100-level courses
 - developed a model curriculum for ENGL 102/108 based on *Everyone's an Author* (Lunsford et al., 2016)
- Aug. 2014-May 2015 Graduate Teaching Assistant at the University of Arizona (English Department/Writing Program)
- Aug. 2013-May 2014 Graduate Teaching Assistant at the University of Arizona (Department of German Studies)
- taught elementary German on a pre-designed curriculum and syllabus (Tschirner, E., et al. (2012). *Kontakte: A communicative approach* (7th edition). McGraw-Hill)
 - was solely responsible for grading and assessment
 - designed my own worksheets, quizzes, and lesson materials
 - used McGraw-Hill Connect (online learning and assessment platform) and D2L course management system
 - participated in regular GTA meetings and activities for professionalization

Other Professional and Administrative Experience

- Jul. 2018 Graduate Research Associate at the University of Arizona (Department of French and Italian)
- created a coding framework for data from a survey distributed to undergraduate students for program evaluation purposes
 - completed thematic coding in Dedoose
 - created a coding memo
- Aug.-Dec. 2017 Co-Instructor of the SLAT Proseminar (SLAT 596Y) at the University of Arizona
- designed a course module on multilingualism (readings, discussion questions, and class activities)
 - created a webinar on multilingualism with Screencast-O-Matic
 - invited guest speakers
 - designed an essay question, reviewed first-year students' course papers, and provided written feedback
 - presented on my research
- May-Aug. 2017
May-Aug. 2016 Writing Program Placement Advisor at the University of Arizona
- assisted with writing course placement and advising of incoming freshmen students during summer orientation sessions
 - scored and co-administered placement essay exams for domestic and international students
 - participated in norming the placement essay exam and rubric for international students
 - assessed and redesigned the placement essay exam and rubric for domestic students
- May 2012-Mar. 2013 Research Assistant at Friedrich-Alexander-Universität Erlangen-Nürnberg (Pattern Recognition Lab, Department of Computer Science 5)
- transcribed (SAMPA) audio recordings of children with harelip and cleft palate which served to develop diagnostic software
 - assessed audio recordings of English learners which served to develop learning software

- Apr.-Jul. 2012 Supervised teaching internship (parallel to degree program) at Christoph-Jacob-Treu-Gymnasium, Lauf a. d. Pegnitz
- observed EFL classes
 - assisted supervising teachers in conducting classes
 - taught individual EFL lessons
 - participated in meetings and activities for professionalization
- Feb.-Mar. 2012 Unpaid internship at the Franconian International School, Erlangen
- observed classes to conduct research on cultural diversity and intercultural issues in language teaching
- May-Aug. 2011 Research Assistant at Friedrich-Alexander-Universität Erlangen-Nürnberg (Institute of English and American Studies)
- transcribed (IPA), annotated, and analyzed audio recordings of German high school students learning English
- Feb.-Apr. 2011 Nine-week teaching internship at Gymnasium Stein
- observed English, French, and Spanish foreign language classes
 - assisted supervising teachers in conducting classes
 - taught individual EFL and French lessons
 - participated in meetings and activities for professionalization
- Jun. 2008 Guidance internship for beginners in teacher training at Paul-Pfinzig-Gymnasium, Hersbruck
- observed English and French foreign language classes
 - taught individual EFL and French lessons
- Aug. 2007-Apr. 2008 Voluntary community service (in lieu of military service) at CISS e.V. Simonshofen, Lauf a. d. Pegnitz
- non-profit organization dedicated to the rehabilitation and reintegration of socially disadvantaged individuals

Study Abroad

- Aug. 2013-May 2014 The University of Arizona
- participation in the VDAC (Verband der deutsch-amerikanischen Clubs - Federation of German-American Clubs) student exchange program
- Sept. 2012-Jan. 2013 Université Rennes 2 - Haute Bretagne
- participation in the Erasmus Program
 - completed B.A.-level coursework in French linguistics, literature, and language practice
 - completed M.A.-level coursework in FLE (French as a foreign language)
- Sept.-Nov. 2011 Participation in the EU-Canada Study Tour and Internship Program 2011 (STIP) “Thinking Canada”
- initiative by the European Commission to promote the intercultural exchange between Europe and Canada
 - four-week study tour and two-month sojourn at Portage Lac Echo (non-profit organization dedicated to the rehabilitation of substance abusers)
- Mar.-Apr. 2009 Participation in a three-week study tour in New England about U.S. society, history, and civilization (organized by Friedrich-Alexander-Universität Erlangen-Nürnberg)

Publications

Refereed Journal Articles

- 2022 Tardy, C., Hall Buck, R., Jacobson, B., Pawlowski, M., Slinkard, J. R., LaMance, R., & Vogel, S. M. (2021). “It’s complicated and nuanced”: Teachers’ perspectives on genre-focused instruction in FYW. *Journal of English for Academic Purposes*, 57. <https://doi.org/10.1016/j.jeap.2022.101117>
- 2020 Mapes, A., Jacobson, B., LaMance, R., & Vogel, S. M. (2020). Troublesome knowledge: A study of GTA ambivalence with genre-informed pedagogy. *Writing Program Administration*, 34(2), pp. 66-88.
- 2018 Steadman, A., Kayi-Aydar, H., & Vogel, S. M. (2018). From college composition to ESL: Negotiating professional identities, new understandings, and conflicting pedagogies. *System*, 76, 38-48. <https://doi.org/10.1016/j.system.2018.04.013>

Non-Refereed Articles in Journals and Periodicals

- 2018 Vogel, S. M., León, M., & Takabori, A. (2018, September). Cultivating inclusive environments in higher education: An example of graduate student leadership. *AAALGrads*, 3(1), 7-10.

Non-Refereed Book Chapters

- 2015 Vogel, S. M., & Schenkoske, L. (2015). Literacy narrative as analysis. In B. Jacobson, M. Pawlowski, & E. Miller (Eds.), *A student's guide to first-year writing* (36th ed., pp. 136-137). Hayden-McNeil.

In Progress

- 2023 With Brad Jacobson, Rachel LaMance, Jennifer Slinkard, and Christine Tardy: "What happens when professors and graduate students write together?" Venue tbd.

Conference Participation and Presentations

International

- 2023 anticipated October (with Oliver Hiob-Bansal and Heon Jeon): "What counts as expertise in second language writing? And how do we acquire that expertise?" (Symposium on Second Language Writing, Arizona State University, Tempe, AZ)
- 2020 March (conference canceled due to Coronavirus): "L2 writing teachers leading through professional development: A narrative-based study" (American Association of Applied Linguistics 2020 Conference, Denver, CO)
- 2017 June: "Nobody's perfect: On the role of native-speakerism in a multilingual framework for teaching English as an International Language (EIL)" (International Association for World Englishes Conference, Syracuse, NY)
- March (with Angel Steadman, Elif Burhan Horasanlı, and Hayriye Kayi-Aydar): "Language teacher identity development: MA-TESOL students' future selves" (TESOL 2017 International Convention, Seattle, WA)
- March (with Angel Steadman, Elif Burhan Horasanlı, and Hayriye Kayi-Aydar): "MA-TESOL students' professional identities development: A qualitative study" (American Association for Applied Linguistics 2017 Conference, Portland, OR)

2016 October: "Reading between the lines: Teacher expertise in textbook use" (Symposium on Second Language Writing, Arizona State University, Tempe, AZ)

April: "The role of reading in ESL composition classes: A case study on teacher cognition" (roundtable, American Association for Applied Linguistics 2016 Conference, Orlando, FL)

2015 November: "Can a genre-based pedagogy discourage ESL students from plagiarizing?" (Symposium on Second Language Writing, Auckland, New Zealand)

National

2018 March (with Jennifer Slinkard, Madison Bertenshaw, Jeroen Gevers, and Erin Whittig): "Who does the work and how? Adopting a directed self-placement model to transform placement" (Conference on College Composition and Communication, Kansas City, MO)

2017 July (with Aimee Mapes, Rachel LaMance, and Brad Jacobson): "'To be honest I'm still confused about genre': Teacher training and genre-based pedagogy" (Council for Writing Program Administrators 2017 Annual Conference and Institutes, Knoxville, TN)

Regional

2019 November: "The missing link: Language teachers leading from the middle" (AZTESOL 2019 State Conference, Flagstaff, AZ)

2015 October: "The dogmatism of (anti)native-speaker models" (AZTESOL 2015 State Conference, Mesa, AZ)

Local

2020 October: "Alternative academic careers" (invited panel, SLAT Interdisciplinary PhD program, University of Arizona, Tucson, AZ)

January: "L2 writing teacher professional development and leadership: Administrators' views" (Graduate and Professional Student Council Showcase, University of Arizona, Tucson, AZ)

January (with Kathleen Kryger): "Avoiding crisis mode: Teaching strategies in support of instructor agency and mental well-being" (3rd Annual Teaching Symposium, Writing Program, University of Arizona, Tucson, AZ)

- 2019 February: “Misplaced people, cultural purism, and the normalization of insanity: The construction of refugees as non-German and processes of re-legitimization in language instruction” (18th SLAT Interdisciplinary Roundtable, University of Arizona, Tucson, AZ)
- 2018 February: “‘School made my children straight’: Ideologization of heteronormativity in German FL textbooks” (SLAT Colloquium, University of Arizona, Tucson, AZ)
- 2016 February: “The little things matter: Teaching culture as basic language skills” (15th SLAT Interdisciplinary Roundtable, University of Arizona, Tucson, AZ)

Workshops

International

- 2023 anticipated September: “Thriving smarter, not harder: How can we make our PhD journey work?” (Career Path Development Professional Learning Network, TESOL International Association)
- 2019 November: “Genre to the rescue: Designing a personally relevant ESL/EAP writing curriculum” (Symposium on Second Language Writing, Arizona State University, Tempe, AZ)
- March: “Cheating, good and bad: Plagiarism from a genre and ethics perspective” (EAP Conference “Sources and resources: Engaging with the academic community,” University of St. Andrews, St. Andrews, Scotland, UK)

Regional

- 2016 September: “The power of pop culture: From bold statements to expanding worldviews” (2016 Arizona English Teachers Association Conference, Glendale, AZ)

Local

- 2019 March: “Literacy genres: Using a threshold concept for curricular alignment” (Brown Bag Lunch & Learn Series, Writing Program, University of Arizona, Tucson, AZ)
- January: “Steering clear of plagiarism: A critical workshop on source use” (2nd Annual Teaching Symposium, Writing Program, University of Arizona, Tucson, AZ)

Stipends, Grants, and Scholarships

- 2021 Virtual conference award for the 2021 American Association of Applied Linguistics Conference, SLAT Interdisciplinary PhD Program, University of Arizona (\$100)
- For the completion of my **dissertation**:
- tuition scholarship from the SLAT Interdisciplinary PhD Program, University of Arizona (\$853)
 - tuition scholarship from the Graduate College, University of Arizona (\$928)
- 2020 Attendance grant for the 2021 MLA Convention, Modern Language Association (\$55)
- For the completion of my **dissertation**:
- Dissertation Writing Support Grant from the National Federation of Modern Language Teachers Association (NFMLTA) (\$2,500)
 - tuition scholarship from the SLAT Interdisciplinary PhD Program, University of Arizona (\$853)
 - tuition scholarship from the Graduate College, University of Arizona (\$928)
- Professional development stipend from the English Department, University of Arizona (\$750)
- 2019 For a conference presentation in Flagstaff, AZ (AZTESOL 2019 State Conference, Nov. 2019)
- Dennis Oliver Distance Assistance Grant, AZTESOL (\$100)
 - travel grant from the SLAT Interdisciplinary PhD Program, University of Arizona (\$346)
- For a workshop in Tempe, AZ (Symposium on Second Language Writing 2019, Arizona State University, Nov. 2019):
- travel grant from the English Graduate Union (EGU), University of Arizona (\$325)
 - travel grant from the Graduate and Professional Student Council (GPSC), University of Arizona (\$363.22)
- For the completion of my **dissertation**:
- Research and Project (ReaP) Grant from the Graduate and Professional Student Council (GPSC), University of Arizona (\$1,000)
 - Linda Waugh Research Award, SLAT Interdisciplinary PhD Program, University of Arizona (\$1,077)
 - Jean Zukowski/Faust Special Project Academic Mini-Grant, AZTESOL (\$500)

Professional development stipend for participating in OIA's five-week "GTA Online Teaching Boot Camp," Office of Instruction and Assessment (OIA), University of Arizona (\$300)

For a workshop in St. Andrews, Scotland, UK (EAP Conference 2019 "Sources and resources: Engaging with the academic community," University of St. Andrews, Mar. 2019)

- travel grant from the Graduate and Professional Student Council (GPSC), University of Arizona (\$879.88)
- travel grant from the English Graduate Union (EGU), University of Arizona (\$325)

2018

For a professional development workshop, co-organized with Amy Takabori, Casey Richardson, and Emily Jo Schwaller (invited speaker: Jennifer Juskiewicz, University of Indiana at Bloomington):

- Professional Opportunities Development (POD) Grant from the Graduate and Professional Student Council (GPSC), University of Arizona (\$851.96)

For a conference presentation in Kansas City, MO (Conference on College Composition and Communication, Mar. 2018)

- travel grant from the Graduate and Professional Student Council (GPSC), University of Arizona (\$737.52)

2017

For a conference presentation in Syracuse, NY (International Association for World Englishes Conference, Jul. 2017)

- travel grant from the English Graduate Union (EGU), University of Arizona (\$325)
- travel grant from the SLAT Interdisciplinary PhD Program, University of Arizona (\$200)

For a conference presentation in Knoxville, TN (Council for Writing Program Administrators 2017 Annual Conference and Institutes, Jul. 2017)

- travel and conference grant from the English Department Writing Program, University of Arizona (\$550)

For two conference presentations in Portland, OR (AAAL Annual Conference 2017, Mar. 2017) and Seattle, WA (TESOL 2017 International Convention and Expo, Mar. 2017)

- UA Alumni Association Award from the Graduate and Professional Student Council (GPSC), University of Arizona (\$750)
- travel grant from the SLAT Interdisciplinary PhD Program, University of Arizona (\$275)

- 2016 For a conference presentation in Tempe, AZ (Symposium on Second Language Writing 2016, Oct. 2016):
- travel grant from the SLAT Interdisciplinary PhD Program, University of Arizona (\$100)
 - travel grant from the English Graduate Union (EGU), University of Arizona (\$325)
- For a conference presentation in Orlando, FL (AAAL Annual Conference 2016, Apr. 2016):
- travel grant from the SLAT Interdisciplinary PhD Program, University of Arizona (\$275)
 - travel grant from the English Graduate Union (EGU), University of Arizona (\$325)
- 2015 For a conference presentation in Auckland, New Zealand (Symposium on Second Language Writing 2015, Nov. 2015):
- travel grant from the Graduate and Professional Student Council (GPSC), University of Arizona (\$750)
 - travel grant from the SLAT Interdisciplinary PhD Program, University of Arizona (\$400)
 - travel grant from the English Graduate Union (EGU), University of Arizona (\$325)
- 2014 For two invited talks, co-organized with Kristin Lange, Martina Schwalm, and Carolin Radtke (invited speaker: Thorsten Piske, Friedrich-Alexander-Universität Erlangen-Nürnberg):
- Professional Opportunities Development (POD) Grant from the Graduate and Professional Student Council (GPSC), University of Arizona (\$1,371)
 - Student Faculty Interaction (SFI) Grant, University of Arizona (\$354.33)
- 2013 For a study-abroad year in the United States (academic year 2013/14):
- Fulbright travel grant (€2,000)
- 2012 For a study-abroad semester in France (winter semester 2012/13):
- Erasmus stipend
 - mobility allowance (Bayerisch-Französisches Hochschulzentrum München)

Honors and Awards

- 2022 (with Christine Tardy, Rachel Buck, Brad Jacobson, Rachel LaMance, Madelyn Pawlowski, and Jennifer Slinkard) 2022 Ken Hyland Best Paper Award for the article “‘It’s complicated and nuanced’: Teaching genre awareness in English for general academic purposes” (Journal of English for Academic Purposes)
- 2021 Nominee (with Zhenjie Weng and Mariana Lima Becker) for the AAAL Distinguished Service and Engaged Research Graduate Student Award in Relation to Diversity Efforts
- 2020 Writing Program Professional and Technical Writing Award (\$100), English Department, University of Arizona
- 2019 Invited nominee for the AAAL Graduate Student Award
- 2018 Writing Program Difference & Inequality Teaching Award (\$200), English Department, University of Arizona
- 2015 Runner-up for the Johnnie Raye Harper Award, Writing Program, English Department, University of Arizona

Professional Service

To the profession

- Jun.-Jul. 2021 Proposal reviewer for the TESOL 2019, 2020, 2021, and 2022
Jun.-Jul. 2020 International Convention and English Language Expo (**Program Administration and Evaluation and Teacher Education and Teacher Learning** strands)
- Jun.-Jul. 2019
Jul.-Aug. 2018
- Apr. 2020-May 2021 AAALGrads newsletter co-editor/member-at-large, Graduate Student Council (GSC) Steering Committee (SC), American Association for Applied Linguistics
- participated in monthly newsletter planning and SC meetings
 - led a team of co-editors remotely (Zoom, email, Google Drive)
 - published three newsletter issues (Summer 2020 special issue on Covid-19, Fall 2020 issue on race, Spring 2021 on uncertainty, ambiguity, and resilience)
 - crafted, distributed, and promoted calls for articles
 - created a rating rubric for newsletter article proposals
 - reviewed submissions and selected articles for publication

- created a stylesheet for authors
- provided feedback on accepted articles until ready for publication
- collected and edited other newsletter items such as updates and initiatives from other GSC sub-committees, resources for graduate students, interviews with professionals from the field, etc.
- developed two new newsletter formats (“Creative Corner” and “Letter to the Editor”)
- migrated the newsletter to an online format (www.wix.com)
- recruited an additional co-editor

Aug. 2020 Proposal reviewer for the 2021 conference of the American Association for Applied Linguistics (**Teacher Education, Beliefs, and Identities** and **Reading, Writing, and Literacy** strands)

Oct. 2017 AZTESOL 2017 State Conference volunteer and session chair

To the university

Nov. 2015-May 2019 Reviewer for the GPSC Travel Grant and GPSC Research and Project (ReaP) Grant programs, Graduate and Professional Student Council, University of Arizona

Oct. 2018 Online discussion moderator for the Participation, Equity, and Inclusion: LD2L Digital Literacies Symposium; Center for Educational Resources in Culture, Language, and Literacy (CERCLL); University of Arizona

Jan. 2016 Intercultural Competence Conference (ICC) session chair and discussion moderator; Center for Educational Resources in Culture, Language, and Literacy (CERCLL); University of Arizona

To the department & program

Apr. 2023 Panel moderator, 18th Annual Conference on the Teaching of Writing, Department of English, University of Connecticut

Feb. 2019 Selection committee member, Difference & Inequality Teaching Award, English Department (Writing Program), University of Arizona

Jan.-Dec. 2019 Co-chair, English Graduate Union (EGU), English Department, University of Arizona

- planned and co-chaired bi-weekly EGU meetings
- provided leadership to approximately 15 EGU officers
- represented graduate students at monthly English Council and English Department meetings

- participated in monthly meetings with the English Department head and Writing Program director
- was responsible for co-managing the instructor offices building
- participated in a meeting with the external Annual Performance Review (APR) committee
- solicited input for change and advocacy from graduate students in the department
- communicated policy changes and departmental news to graduate students via email
- maintained and updated the EGU website
- voted on all issues on the EGU agenda

Dec. 2018 Proposal reviewer for the 18th SLAT Interdisciplinary Roundtable, SLAT Interdisciplinary PhD Program, University of Arizona

Aug. 2018-Jan. 2019 SLAT representative for the English Graduate Union (EGU) & SLAT Student Association (SLATSA) representative to the Executive Council (ExCo) of the SLAT Interdisciplinary PhD Program (combined position), University of Arizona

- served as the student liaison between SLATSA, the SLAT student body, EGU, and SLAT ExCo
- attended monthly meetings of SLAT ExCo, biweekly EGU meetings, and monthly SLATSA meetings
- contacted SLAT students prior to SLAT ExCo meetings to inquire about concerns and feedback
- presented issues or concerns from SLATSA and SLAT students to SLAT ExCo and EGU
- took minutes of SLAT ExCo meetings and distributed them to current SLATSA members and SLAT students
- maintained a listserv of all SLAT students affiliated with the English Department/Writing Program for the academic year
- voted on all issues on the EGU agenda

Jun. 2018 Judge for the Writing Program Student Essay Contest, English Department (Writing Program), University of Arizona

- reviewed course projects and essays from various foundations writing courses
- scored essay contributions and provided written evaluations

Aug. 2017-Jul. 2018 Co-Chair; Committee for Equity, Diversity, and Inclusivity (EDI); English Graduate Union (EGU), English Department, University of Arizona

- participated in weekly EDI and bi-weekly EGU meetings
- designed a needs assessment survey for graduate students

- designed a reporting tool for students to voice concerns regarding equality, diversity, and inclusivity
- reviewed and revised the EGU constitution for more inclusive language and a proactive mission of the EDI committee
- organized a reading group, a panel discussion, and workshops on mental health, identity negotiations of minority faculty, and gendered pronoun use
- applied for grants and funding for events
- proposed an action plan on mental health and student-faculty mentorship for the department head and director of the Writing Program
- compiled a comprehensive list of campus-wide resources for graduate students in the department
- reviewed vision statements of candidates for department head and developed a set of interview questions focusing on equity, diversity, and inclusivity
- served as member on the organizing committee of the department's graduate student conference (New Directions in Critical Theory), assessed project and paper submissions, and chaired an EDI special-interest session
- created an officer manual for the position
- voted on all issues on the EGU agenda

Aug. 2016-May 2018

Mentor for incoming PhD students, SLAT Interdisciplinary PhD Program, University of Arizona

- contacted incoming students prior to the beginning of the academic year to offer support
- provided individual assistance regarding course choices, first-year requirements, and other concerns such as funding or conferences during the academic year

Apr. 2016-May 2017

SLAT Colloquium co-organizer, SLAT Interdisciplinary PhD Program, University of Arizona

- created a colloquium schedule for the academic year
- invited SLAT faculty and students as guest speakers
- organized a semester-initial meet-and-greet and the "area day" meeting between faculty and students
- organized remote sessions (Skype)
- attended weekly colloquium sessions, introduced speakers, and managed the Q&A

- Feb. 2016-May 2017 Writing Program Action, Curriculum, and Assessment Committee (WriPACA) representative; English Graduate Union (EGU); English Department; University of Arizona
- designed a survey tool for the assessment of existing 100-level course policies, collected data, and reviewed and analyzed responses
 - assisted with the revision of 100-level course policies
 - assisted with the drafting of course design parameters
 - helped to compile resources for writing instructors
 - assisted in the textbook selection for 100-level courses
 - voted on issues related to policy, assessment, and curriculum
- Feb. 2016 SLAT Roundtable session chair, SLAT Interdisciplinary PhD Program, University of Arizona
- Feb. 2014 (with Kristin Lange, Martina Schwalm, and Carolin Radtke) organization of two guest talks given by Prof. Dr. Thorsten Piske (Friedrich-Alexander-Universität Erlangen-Nürnberg) at the University of Arizona
- Department of German Studies: “The development of migrant and non-migrant children’s linguistic and cognitive skills in German/English immersion schools”
 - Colloquium of the SLAT Interdisciplinary PhD program: “Individual differences in L2 speech perception and production”
 - applied for a Professional Opportunities Development (POD) Grant from the Graduate and Professional Student Council (GPSC), University of Arizona
 - applied for a Student Faculty Interaction (SFI) Grant, University of Arizona
 - booked lodging for the guest speaker and organized local transportation
 - organized an evening social with the guest speaker and members of the Department of German Studies

Professional Development

Summary of Past 24 Months

- Apr. 2023 Attendance of the 18th Annual Conference on the Teaching of Writing, University of Connecticut
- Feb. 2023 “Designing teaching for transfer in first-year writing” (Heon Jeon), First-Year Writing workshop series, University of Connecticut

- “Telling your story with data” (Hayriye Kayi-Aydar & Luke Plonsky), workshop, American Association for Applied Linguistics
- Apr. 2022 “Tech Talk with Liora and Tina” (Liora Brosh & Tina Huey), First-Year Writing workshop on Wakelet and VoiceThread, University of Connecticut
- “Reading through the writing moves in ENGL 1007” (Ellen Carillo), First-Year Writing workshop, University of Connecticut
- “No papers, no fear: Educator Accomplice Training,” Connecticut Students for a Dream, University of Connecticut
- Feb. 2022 “Strategies for increasing student motivation” (Wayne Trembly), Center for Excellence in Teaching and Learning, University of Connecticut
- Jan. 2022 “Engagement-based grading: Considering other equitable grading practices” (Ellen Carillo), First-Year Writing workshop, University of Connecticut
- Oct. 2021 “Creating accessible digital content” (Karen Skudlarek), Center for Excellence in Teaching and Learning, University of Connecticut

Selected Older Events and Activities

- Dec. 2020 “Re-envisioning writing instruction using a design approach” (Heather Willis); webinar; Center for Educational Resources in Culture, Language, and Literacy (CERCLL); University of Arizona
- Nov. 2020 “Critical discourse analysis, critical discourse studies, and beyond” (Theresa Catalano & Linda Waugh), virtual book talk
- Oct. 2020 “Building empathy: Lessons from design thinking” (Kasi Kiehlbaugh), Future Leaders Workshop Series, Office of Diversity and Inclusion, University of Arizona
- “Some considerations for social justice teaching in a world language setting: From self to students to world” (Michelle Nicola); webinar; Center for Educational Resources in Culture, Language, and Literacy (CERCLL); University of Arizona
- Sept. 2020 “Adapting writing assignments online and how to use Google Drive for student engagement and collaboration,” interactive online discussion session, TESOL Second Language Writing Interest Section

- Apr. 2020 "Remote learning: Keeping our learners close," webinar, ACTFL
- Jan. 2020 "My wife and my mother-in-law': Two interpretations of the English learner achievement gap" (Yasuko Kanno), English Applied Linguistics Speaker Series, English Department, University of Arizona
- Sept. 2019 "Writing a diversity, equity, and inclusion statement" (Mascha Gemein), Preparing for Faculty Job Application Workshop Series, Office of Instruction and Assessment (OIA), University of Arizona
- "Teaching English as an International Language (TEIL): Aligning our pedagogy with the messy reality of the English-speaking world" (Aya Matsuda), English Applied Linguistics Speaker Series, English Department, University of Arizona
- Jun. 2019 "VoiceThread and universal design for learning (UDL)" (George Haines), webinar, VoiceThread
- Mar.-Apr. 2019 Participation in OIA's five-week "GTA Online Teaching Boot Camp," Office of Instruction and Assessment (OIA), University of Arizona
- Feb. 2019 "Research ethics and methodological reform in applied linguistics" (Luke Plonsky), SLAT Colloquium Speaker Series, University of Arizona
- Nov. 2018 "Considering emotions in applied linguistics: An 'affective turn,' or just feeling our way?" (Matthew Prior), SLAT Colloquium Speaker Series, University of Arizona
- Oct. 2018 "Gendered pronoun usage in higher ed" (Jennifer Juskiewicz), Brown Bag Lunch & Learn Series, English Department (Writing Program), University of Arizona
- "Leader in Classroom Diversity & Inclusion Certificate" workshop series, Office for Diversity and Inclusive Excellence, University of Arizona
- "Understanding and promoting student success through the lens of critical race theory"
 - "Designing effective courses for diverse learners"
 - "Serving international students"
 - "Unconscious bias and microaggressions"
- Sept. 2018 "Building productive and ethical mentoring relationships" (Jennifer Hoit), workshop, Postdoctoral Affairs, University of Arizona

“Portfolio information and integration” (Erin Whittig & Emily Jo Schwaller),
Brown Bag Lunch & Learn Series, English Department (Writing Program),
University of Arizona

Nov. 2013 Participation in a three-day workshop on German foreign language
teaching, University of California, Berkeley

Memberships in Professional Associations

- American Association for Applied Linguistics (AAAL)
- American Association of Colleges and Universities (AAC&U)
- American Association of University Supervisors, Coordinators, and Directors of Language Programs (AAUSC)
- European Association for the Teaching of Academic Writing (EATAW)
- International Association for World Englishes (IAWE)
- National Center for Faculty Development & Diversity
- TESOL International Association

Language Skills

- German: native language
- English: fluent in speech and writing
- French: fluent in speech and writing
- Spanish: receptive skills
- Latin

Technology

- Adobe Acrobat DC
- Blackboard
- Blogger
- Box
- Canva
- Dedoose
- Desire2Learn (2DL)
- Dropbox
- Google applications (Drive, Docs, Sheets, Sites, Slides, Forms)
- Mailchimp
- Moodle
- MS Office
- Panopto

- Playposit
- Screencast-O-Matic
- Zoom
- VoiceThread
- Weebly
- Wix
- Wordpress

References

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